



# James Bateman Junior High School

## Curriculum Policy

The curriculum is the means through which the school seeks to achieve its aim of providing an enjoyable and challenging learning experience for all students. It embraces all that is learned through school, whether it be in lessons or part of informal learning within and beyond the school day. We aim to provide a broad and balanced curriculum, based upon national requirements, within which the basic skills of literacy and numeracy are developed. In addition, a range of enrichment opportunities enhance the learning experience we offer.

### **Ethos and Mission Statement**

The ethos of James Bateman Junior High School is experienced through all aspects of daily life in school. It is communicated through the way in which members of our community relate to and work with each other.

The school mission statement is that we at James Bateman Junior High School will strive to create a stimulating and challenging environment in which each individual develops the confidence to achieve his or her full unique potential. We aim to make our school a happy, caring and safe community based on mutual respect and shared values. Our core values are:

- To provide the best educational opportunities for everyone.
- To encourage individuals to strive towards their very best.
- To develop high quality teamwork throughout the school and expect caring and mutual support for all and from all.
- To encourage all to take full responsibility for their actions.
- To approach all of our work and play with humour and humanity.
- To nurture confidence and deep feelings of self worth in everyone within the school.

### **Organisation and Planning**

There are 25 sessions (60 minutes) per week over a two week programme. These do not include registration, assembly or pastoral times. Curriculum provision for the two key stages is as follows:-

<b>Subject</b>	<b>KS2 lessons</b>	<b>Y7 lessons</b>	<b>Y8 lessons</b>
<b>English</b>	<b>6</b>	<b>4</b>	<b>4</b>

<b>Maths</b>	<b>6</b>	<b>4</b>	<b>4</b>
<b>Science</b>	<b>3</b>	<b>4</b>	<b>4</b>
<b>Geography</b>	<b>1</b>	<b>1.5</b>	<b>1.5</b>
<b>History</b>	<b>1</b>	<b>1.5</b>	<b>1.5</b>
<b>RE</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>DT(/Food Tech Y7 &amp; 8)</b>	<b>0</b>	<b>2</b>	<b>1</b>
<b>Art (/DT for Y5)</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>ICT</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Music</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>German</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>PE</b>	<b>3</b>	<b>3</b>	<b>3</b>

### Timing of the School Day

8.50am	Registration
8:55am	Lesson 1
9:55am	Lesson 2
10.55am	Tutor Time/Assembly
11:10am	Break
11.25am	Lesson 3
12.25pm	Lunch
1.15pm	Registration/Tutor Time
1.30pm	Lesson 4
2.30pm	Lesson 5
3.30pm	End of the school day

### Planning processes

**Long term** - this outlines the scheme for each Key Stage on a term by term basis with an annual overview.

The scheme is designed in consultation with our colleagues from first and high school through liaison. Parents are given a curriculum overview each term.

**Medium term** - these plans detail the knowledge and skills to be taught during the term/half term and provide guidance in terms of strategies and resources. They are produced by Faculty Leaders in consultation with other department members.

**Short term** - these are prepared by individual teachers on a weekly/daily basis. We use these to set out the learning objectives and success criteria for each session, and to identify what resources and activities we are going to use in order to meet the needs of all children.

## **Curriculum Skills**

Within each curriculum area, teachers are aware of their responsibility to identify and exploit opportunities to :

- develop the basis skills of literacy and numeracy
- promote social, moral, spiritual and cultural awareness
- promote Social and Emotional Aspects of Learning
- use ICT as a tool for learning.

Training is given to staff in all these areas.

## **Inclusion - provision for all students**

Teachers plan to meet the needs of all students by ensuring learning is focused on individual students` needs and abilities. Outcomes from assessment of learning enable teachers to set targets which reflect individual students` skills, abilities and potential.

The school has developed a model of intervention for children experiences based on three waves:

- **Wave One:** The effective inclusion of all students in all lessons through effective teaching and planning.
- **Wave Two:** Small group, low cost intervention e.g. Booster classes, Springboard programmes and Further Literacy Support.
- **Wave Three:** Specific targeted intervention for students identified as requiring special educational needs support. Specific curriculum extension programs e.g. Gifted and Talented, Learning Challenge, 1:1 Tuition.

## **Praise**

Children's work and achievement within the curriculum is celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute to the ethos. There is an annual celebration of learning evening involving parents and the community and further in-house celebration year and whole school assemblies.

## **Roles and responsibilities**

**The headteacher** will ensure that:

- The elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met.
- The timetable for teaching the formal curriculum is considered by the Curriculum Committee annually.
- The procedures for assessment meet legal requirements and students and their parents/carers receive information to show how much progress the students are making, how they compare with national expectations, and what is required to help them to improve.

- The governing body has sufficient information regarding the breadth and balance of the curriculum.
- The governing body is advised in order to make informed decisions on statutory targets.

**Other staff** will ensure that the school curriculum is implemented in accordance with this policy.

The **governing body** will:

- consider the advice of the headteacher when approving this curriculum policy and when setting statutory and non-statutory targets
- monitor progress towards annual targets
- publish National Curriculum test and teacher assessment results in the prospectus
- participate actively in decision-making about the breadth and balance of the curriculum.

### **Arrangements for monitoring and evaluation**

The Curriculum Committee will receive regular updates from the Senior Leadership Team on:

- standards reached in core subjects against national averages and similar schools
- standards achieved at the end key stage 2 by gender and ethnicity, compared with national and local benchmarks
- standards achieved in foundation subjects
- standards achieved by students with special educational needs and those pupils requiring free school meals
- evidence of the impact of national strategies on standards
- views of staff about the action required to improve standards.
- achievement of core values within the ethos and mission statement of the school.